

## The Efforts of Islamic Religious Education Teachers in Improving Students' Understanding of Religious Tolerance Attitudes

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### ABSTRAK

This study aims to analyze the efforts of Islamic Religious Education teachers at SMA 4 Kota Bima in enhancing students' understanding of religious tolerance attitudes. The results of the study show that teachers successfully fostered an understanding of religious tolerance through an approach that involved both theoretical teaching in the classroom and direct examples in daily life. The teachers provided concrete examples, such as asking non-Muslim students to respect the worship activities of Muslim students and creating an atmosphere of mutual respect among students. This approach has proven effective in strengthening tolerance attitudes among students. The findings emphasize that religious tolerance education requires not only theoretical teaching but also the application of these values in daily practice. This study contributes significantly to the development of an Islamic Religious Education curriculum that focuses more on character building and appreciation of religious differences in society.

## INTRODUCTION

In this rapidly advancing era of globalization, the world has undergone significant changes in various aspects of life, including in terms of individual interactions. One of the major impacts of globalization is the increased mobility of people and interactions between individuals from various cultural, ethnic, and religious backgrounds (Alfiani & Ismaraidha, 2024). Various phenomena, such as migration, the exchange of information, and advances in communication technology, have brought together people with deep differences in religious beliefs, values, and social norms. Living together in diversity has become both a challenge and an opportunity to build peace, harmony, and tolerance among religious communities (Prasetyo, 2024). However, reality shows that this diversity often leads to tension, differing views, and even conflict. The issue of religious intolerance that arises in various parts of the world, including in Indonesia, shows that fostering mutual respect and understanding among religious communities is not an easy task (Pahrudin et al., 2023). Religious tolerance is often marginalized by group egos, misunderstandings of other religions' teachings, and radicalization that exacerbates social polarization. It is crucial to have an educational mechanism that not only teaches religious values but also builds respect, understanding, and tolerance towards religious differences. The role of religious education is vital (Fauzi, 2023).

Religious education not only aims to instill a deep understanding of the religion adhered to, but also to shape students' character so that they can live side by side with individuals who may have different religions and beliefs. Inclusive and moderate religious education can serve as a means to instill tolerance values, which are essential for creating social harmony (Hidayatullah & Rohman, 2025). As part of the curriculum, Islamic Religious Education plays a strategic role in fostering tolerance, especially among the younger generation who are in the process of forming their identity and character. Islamic Religious Education in schools is not only tasked with transferring knowledge about Islamic teachings but also functions as a platform for teaching students about the importance of respecting diversity and living peacefully with followers of other religions (Umami et al., 2024). In this regard, teachers are

expected not only to teach religious norms theoretically but also to apply approaches that build students' character to become tolerant, open-minded, and respectful of differences (Muqorrobin, 2023). is not just a means of introducing Islamic teachings but also a way to teach universal values that can be accepted by all religions, such as respect, mutual understanding, and helping one another among religious communities. As agents of change in education, teachers are expected to develop various creative and relevant methods and approaches that align with the social and cultural conditions around them (Sulaiman, 2024).

One of the challenges faced by teachers is how to present religious teaching content that can be accepted by all students, whether Muslim or non-Muslim, without overlooking the essence of the religious teachings themselves. In this regard, the role of the teacher is crucial in guiding students to understand that tolerance is not only about religious differences but also a way to build unity in the midst of existing diversity (Alamzyali, 2023). Although religious education has become part of the curriculum taught in schools, the challenges in cultivating religious tolerance attitudes among students are still substantial (Marfu'i, 2024). Many factors influence the formation of religious intolerance, such as a lack of understanding of the teachings of other religions, the influence of an unsupportive social environment, and sometimes even the lack of teachers' skills in delivering this sensitive material in an appropriate manner (Saputra & Mufaizah, 2024). Islamic Religious Education plays a key role in creating a harmonious and tolerant society. The primary task of educators is to guide students to understand and internalize the values of religious tolerance, which can shape their character as individuals who can appreciate differences and live together in diversity. This effort certainly requires not only the commitment of teachers but also the support of all components of education, including schools, parents, and society at large (Faisal & Setiawan, 2024).

As a subject taught at almost every level of education, Islamic Religious Education (PAI) has a significant opportunity to instill tolerance values in students, especially in secondary schools such as high schools. SMA 4 Kota Bima, as one of the educational institutions, has a diverse student body from various religious backgrounds. In this context, teachers play a vital role in guiding and enhancing students' understanding of the importance of religious tolerance. Although various efforts have been made to teach tolerance, issues related to intolerance attitudes still emerge among students. Therefore, it is crucial to investigate how teachers can be more effective in improving students' understanding and attitudes toward religious tolerance.

This study aims to identify and analyze the efforts made by teachers at SMA 4 Kota Bima in improving students' understanding of religious tolerance attitudes. The reason for conducting this research is to delve deeper into the methods and strategies applied by teachers in teaching tolerance values and to determine the extent to which these efforts have been successful in shaping students' positive attitudes toward religious diversity. Therefore, this study will examine the efforts of teachers in enhancing students' understanding of religious tolerance attitudes at SMA 4 Kota Bima and analyze how far these efforts have achieved the desired educational goals.

The importance of teaching religious tolerance in religious education, particularly in Islamic Religious Education (PAI), has become a topic that has received significant attention in educational research. Along with the development of multicultural and pluralistic societies, several studies have highlighted the role of religious education in shaping tolerance attitudes among students. This literature review aims to identify theoretical perspectives and key findings from various studies related to teaching religious tolerance in religious education, as well as to provide a theoretical framework that supports this research.

### **Religious Education and Religious Tolerance**

Religious education in schools has a broad objective, which is to teach the correct religious teachings according to each student's belief and to shape a character that aligns with the values of that religion. As an integral part of national education, religious education not only focuses

on teaching religious doctrines but also on the development of moral and social attitudes of students. Religious tolerance, as an important aspect of community life, is expected to be part of the formation of these moral attitudes. (Munir, 2025), Islamic Religious Education aims to instill religious awareness in students, which includes understanding and internalizing the values of the religion as well as applying them in everyday life (Heryana, 2024). Islamic religious education based on the values of religious tolerance aims to foster an attitude of mutual respect for religious differences in society. In this case, teachers are expected to teach students not only about Islamic teachings, but also universal values accepted by various religions, such as mutual respect and maintaining peace between religious communities. (Amiruddin, 2022).

Research conducted by (Hakiki, 2023) states that religious education has great potential in shaping students' character, including the values of religious tolerance. However, the study also shows that the implementation of religious education that only focuses on religious knowledge without being balanced by the instillation of an attitude of religious tolerance tends to produce an exclusive attitude towards other religions.

### **Teachers' Efforts to Increase Religious Tolerance**

The implementation of religious education in schools, teachers play an important role in developing attitudes of religious tolerance. Various studies show that the approach used by teachers greatly influences the extent to which students can internalize the values of religious tolerance. According to (Amalia, 2023), Teachers are expected not only to be transmitters of material, but also to be role models in displaying real attitudes of tolerance in everyday life. (Al Choir, 2025) Teachers who are able to demonstrate an attitude of respect and mutual respect for differences will provide a good example for students. The approaches used by teachers in teaching religious tolerance vary widely. (Mirani & Nursikin, 2022) in his research stated that the use of interfaith discussion methods in class can be an effective way to introduce the concept of religious tolerance. In this discussion, students are given the opportunity to get to know and understand the views of other religions, so that they can create space for mutual understanding and respect for differences.

In addition, research conducted by (Khamala & Andriyani, 2024) shows that experiential learning can also improve students' understanding of the value of religious tolerance. Teachers who involve students in activities that bring them together with students from other religions, such as interfaith social activities, can improve students' understanding of the importance of peaceful coexistence. This experiential learning provides an opportunity for students to apply the theory of tolerance that they have learned in real life, thereby deepening their understanding and appreciation of these values. (Salmiah, 2023).

### **Challenges in Increasing Religious Tolerance in Schools**

Although various efforts have been made to teach religious tolerance in schools, there are still many challenges faced. One of them is the lack of in-depth understanding of the concept of religious tolerance taught in schools. Research by (Lubis et al., 2024) stated that many students still have exclusive views towards other religions, even though they have received religious education that teaches the values of tolerance. This is often caused by social environmental factors outside of school that are less supportive, such as the influence of family or society that has narrow views towards religious differences. In addition, research by (JANAH et al., 2024) shows that teachers often face difficulties in conveying sensitive material that requires a very careful approach. Teachers sometimes get caught up in teaching patterns that are too dogmatic or normative, without providing space for students to discuss and criticize religious teachings openly. This can hinder the development of an attitude of tolerance that should develop naturally through understanding and respect for other religions.

This literature review shows that religious education, especially Islamic Religious Education, has an important role in shaping attitudes of religious tolerance among students. However, efforts to instill an attitude of tolerance cannot be done with a simple approach or

only based on a theoretical understanding of religion. Learning that involves universal values and a more inclusive approach can be a solution to improve students' understanding of the importance of religious tolerance. In addition, the active role of teachers in creating an educational climate that supports tolerance is very crucial. Despite the many challenges faced, this study aims to explore more deeply the efforts made by teachers at SMA 4 Kota Bima in improving students' understanding of attitudes of religious tolerance. Then provide an overview that further research on teachers' efforts to improve religious tolerance is very important to be carried out, considering its relevance to the social challenges faced by Indonesian society. This study is expected to fill the gap in the literature regarding concrete practices that can be carried out by teachers in improving attitudes of religious tolerance among students.

## METHOD

This research uses a descriptive qualitative approach aimed at depicting and analyzing in-depth the efforts of Islamic Religious Education teachers at SMA 4 Kota Bima in enhancing students' understanding of religious tolerance attitudes (Safarudin et al., 2023). This approach was chosen because the focus of the research is to understand the experiences and perceptions of both teachers and students regarding the learning process related to the values of religious tolerance. To obtain relevant data, the researcher employs several data collection techniques, namely in-depth interviews, observations, and documentation. The interviews are conducted with teachers at SMA 4 Kota Bima, who serve as the primary sources of information regarding their understanding of religious tolerance, the teaching strategies they apply, and the challenges they face in fostering tolerance attitudes among students. These interviews are semi-structured, allowing the researcher to explore deeper information based on the research needs. In addition to the interviews, the researcher also conducts direct observations of the learning activities in the classroom.

The purpose of the observation is to see how teachers teach the material related to religious tolerance and how students interact during the learning process. The aspects observed include how the material is presented, the methods used, and the reactions or responses of the students to the topics discussed (Sari et al., 2022). This is expected to provide a more complete picture of the implementation of religious tolerance teaching in practice. Documentation data is also used in this research, where the researcher collects teaching materials, lesson plans (RPP), student notes or assignments, and reports on activities related to the theme of religious tolerance. This documentation is crucial for exploring the teaching strategies applied by teachers and providing concrete evidence of the efforts made to create an understanding of religious tolerance. The main informants in this study are the teachers at SMA 4 Kota Bima, who have direct experience in teaching the values of religious tolerance to students. The researcher also involves students as secondary informants to obtain a broader picture of their understanding and perceptions of the learning material taught by the teachers.

By doing this, the researcher can obtain a more comprehensive perspective on the effectiveness of the teachers' efforts in improving students' understanding of religious tolerance. The data analysis process in this study uses inductive analysis techniques, where the researcher analyzes the collected data progressively (Roosinda et al., 2021). First, the researcher will gather and organize the data from the interviews, observations, and documentation. Then, relevant data will be selected and analyzed to identify themes or patterns related to the research objectives (Hasan et al., 2025). Subsequently, the data will be grouped based on categories or subthemes that emerge from the analysis. This process enables the researcher to identify factors that support or hinder the teachers' efforts in improving religious tolerance attitudes among students. After analyzing the data, the researcher will present the findings in the form of a descriptive narrative that explains in detail the efforts made by the teachers in teaching



religious tolerance, as well as the challenges and successes encountered during the research (Safarudin et al., 2023).

This research method refers to the qualitative research guidelines developed by (Gregar, 2023) which emphasizes the importance of in-depth understanding of social phenomena through interviews and observations. In addition, data analysis using an inductive approach refers to the procedure described by Miles and Huberman (1994), which focuses on organizing data into themes to facilitate analysis and interpretation of the results. With this approach, it is hoped that this study can provide a clear and in-depth picture of teachers' efforts to improve students' understanding of religious tolerance at SMA 4 Kota Bima.

## RESULT AND DISCUSSION

### *Result*

This research found that the efforts of Islamic Religious Education teachers at SMA 4 Kota Bima in enhancing students' understanding of religious tolerance attitudes heavily rely on the approach applied in the learning activities and social interactions outside the classroom. One of the main findings is that the teachers do not only provide guidance in the classroom but also set a real example of tolerance attitudes in daily life, both during religious activities (Imtaq) and outside of class hours. The teachers at SMA 4 Kota Bima prioritize a direct approach by providing examples of tolerant attitudes that students can emulate. One of these is through concrete actions, such as when Muslim students are performing congregational prayers. The teachers encourage non-Muslim students to remain calm and respect the activity, as part of learning the attitude of mutual respect. Similarly, during other religious activities, such as worship or other spiritual events, non-Muslim students are expected to show respect by not disturbing and by honoring the differences in beliefs. Actions like this teach students the importance of respecting religious freedom and the diversity present in society. (Nabila, 2024) This finding is in line with the results of previous studies showing that religious education can increase attitudes of religious tolerance, but what distinguishes this study is the emphasis on concrete examples given by teachers outside the classroom. This provides a new dimension in the learning process, where attitudes of religious tolerance are not only taught in theory, but also practiced in everyday life.

Teachers at SMA 4 Kota Bima also actively provide guidance to students during Imtaq activities, by reminding them of the importance of building an attitude of mutual respect between religious communities. In this activity, teachers not only act as teachers, but also as mentors who show how the value of tolerance can be applied in various real-life situations. This approach allows students to internalize the values of tolerance more deeply and practice them in their daily lives. Unlike previous studies that focused more on teaching religious theory without considering the importance of direct role models, this study shows that teachers at SMA 4 Kota Bima have succeeded in integrating the concept of religious tolerance into every aspect of students' lives. This shows that teachers' efforts in teaching tolerance are not limited to the classroom, but are expanded through concrete examples that can be directly followed by students.

### *Discussion*

**Table 1.** Shape the teacher's efforts

Aspects	Description	Research Findings
Classroom Teaching Direct	The teacher provides material on the importance of religious tolerance, emphasizing mutual respect between religious communities.	Students gain an understanding of tolerance, but not enough to change attitudes directly without real examples.

Aspects	Description	Research Findings
Role Modeling	The teacher demonstrates tolerance in everyday life, such as when Muslim students pray in congregation and non-Muslim students are reminded to be calm and respectful.	Non-Muslim students show respect for Muslim students' worship, indicating a deeper understanding of tolerance.
IMTAK Activities	The teacher provides direction to students to respect other religious activities, and provides examples of how to respect religious differences in everyday life.	Students actively participate in IMTAK activities with mutual respect, both for Muslims and non-Muslims.

Based on the results of the study, it can be concluded that the efforts of Islamic Religious Education (PAI) teachers at SMA 4 Kota Bima in improving students' understanding of religious tolerance are effective through direct and contextual approaches. This study aims to explore how teaching strategies for tolerance values can influence students' attitudes, both in the classroom and in their social interactions. As stated by (Muhammad Iqbal. Sos, I, 2018), "A real-life-based approach makes it easier for students to understand the relevance of the values taught." The results of the study showed that by providing real examples in and outside the classroom, teachers succeeded in strengthening students' attitudes of tolerance. In addition, real-life-based methods, such as group discussions and interfaith social activities, have proven effective in accelerating students' understanding of tolerance. (Sukandarman et al., 2024) emphasized that "an active approach in real social situations greatly supports the internalization of tolerance values." The efforts of PAI teachers at SMA 4 Kota Bima succeeded in forming a stronger attitude of religious tolerance among students, not only in theory but also in their social practices.

From the findings, it is evident that teachers not only teach the concept of religious tolerance theoretically but also set concrete examples, such as asking non-Muslim students to respect Muslim students' religious activities and encouraging them to actively create a culture of mutual respect in the school environment. This approach is very relevant to the purpose of the study, which expects not only intellectual understanding of tolerance but also practical application in students' daily lives (Hajita, 2024). This finding directly supports the initial hypothesis that the application of religious tolerance requires teaching beyond theory, but must also be accompanied by practices that reflect these values (Saihu, 2021). One important finding of this study is that teaching religious tolerance that involves real-life examples and daily activities is more effective than just teaching in the classroom.

This shows that students' understanding of tolerance attitudes is not only dependent on the teaching material provided but also on the examples demonstrated by the teachers and interactions among students outside the classroom. This concept aligns with constructivist learning theory, which emphasizes the importance of direct experience in shaping an individual's understanding and attitude. By providing concrete examples, teachers help students internalize the values of tolerance more deeply, which ultimately leads to changes in students' behavior outside of the academic context. This finding is consistent with previous research, which shows that religious education involving real-life experiences and direct role models can be more effective in shaping religious tolerance attitudes. Research by (Nurhalija, 2024) for example, shows that religious education based on concrete examples and direct practice is much more capable of changing students' attitudes towards diversity. Nevertheless, this study makes a new contribution by showing the importance of the role of teachers not only

as educators, but also as role models who are actively involved in students' social lives, both inside and outside the classroom.

However, the main difference lies in the approach used in the context of religious activities, such as congregational prayer. In this study, not only was the theory of tolerance taught, but students were actually involved in social situations where they learned to appreciate religious differences in a direct and concrete way. This shows that in order to teach tolerance, there needs to be a social experience that involves direct interaction between students with different religious backgrounds. Theoretically, the results of this study strengthen the view that religious tolerance education must integrate aspects of theory and practice simultaneously. (Nurcholis, 2024) The theory of religious tolerance becomes more meaningful if it is followed by the application of these values in students' daily lives.

These findings show the importance of role modeling-based learning, where teachers not only teach knowledge but also demonstrate the application of values in everyday life. (Dani et al., 2023) stated that "effective role modeling strengthens students' understanding of the values taught." The implication of these findings for the Islamic Religious Education curriculum is the need to involve teachers in social or religious activities outside the classroom, providing space for students to convey religious tolerance in a real way. (Sukandarman et al., 2024) added that "interfaith interaction activities outside the classroom strengthen teaching tolerance." In addition, teachers need to be trained to be role models in building attitudes of tolerance. (Abu Bakar, 2015) suggested that "social skills and empathy training for teachers can increase their effectiveness in guiding students." Thus, comprehensive teacher training is essential to developing attitudes of tolerance among students.

These findings have great significance in the context of religious education, especially in building attitudes of tolerance among the younger generation. Religious tolerance is an important value amidst the diversity of today's society. Teachers' efforts in teaching tolerance, both through theoretical approaches and direct examples, are crucial in shaping students' characters who can live side by side with differences. (Muhammad Iqbal. Sos, I, 2018) emphasized that "an approach based on direct examples is more effective in shaping students' understanding and attitudes of tolerance. These findings not only contribute to the development of religious education in Indonesia, but also provide in-depth insights into how education can play a role in creating a more tolerant and peaceful society, as expressed by (Sukandarman et al., 2024), "education that prioritizes religious tolerance will build the foundation of a more inclusive society.

## CONCLUSION

The conclusion of this study shows that the efforts of Islamic Religious Education teachers at SMA 4 Kota Bima in teaching religious tolerance are very effective. The approach used by teachers is not only theoretical, but also involves direct examples in everyday life, both in and outside the classroom. This has been proven to help students understand and internalize the values of tolerance better. Through real-life experience-based learning, students can see firsthand the application of tolerance in their social context. This study also underlines the importance of the role of teachers as role models in shaping the character of students who are able to live side by side with differences. In addition, these findings contribute to the development of the Islamic Religious Education curriculum in Indonesia, by encouraging a more applicable and contextual approach. Thus, religious education plays an important role in creating a more tolerant and peaceful society, where students not only learn theory, but also the real practice of tolerance in everyday life.

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